

# Student Voice Aggregate Report

## Staff Voice Survey

**Results for surveys taken from  
August 01, 2014 through May 29, 2015**

*Report Generated: May 29, 2015*



## The Role of Aspirations in Today's Schools

School staff members want to be successful, whether their goal is to be a better classroom teacher, to become a department head or supervisor, or simply to do their job to the best of their ability. Too often, however, school staff can't reach their future goals and dreams because their schools' conditions are not supportive. The key to understanding whether supportive conditions exist is to ask the staff themselves.

The *8 Conditions that Make a Difference®* in promoting staff aspirations have been identified and defined by Dr. Russell J. Quaglia, an internationally known leader in the study of student aspirations. The 8 Conditions are: *Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action*. The 8 Conditions make a difference because they help schools put into practice the three Guiding Principles that facilitate Aspirations work: *Self-Worth, Engagement, and Purpose*.

### Developing Students' Self-Worth:

#### ***Belonging, Heroes, and Sense of Accomplishment***

*Self-Worth* begins when staff experience a sense of Belonging: They feel like they are part of the school community while being recognized and appreciated for their uniqueness. Staff also experience *Self-Worth* when someone in their lives believes in them. They need Heroes: people they can look up to, respect, and learn from. To develop *Self-Worth*, staff also need a Sense of Accomplishment. They should be recognized for their effort, perseverance, and citizenship. When staff have a sense of *Self-Worth*, they are more likely to persevere through difficult tasks and be inspired to take the steps needed to reach their professional goals.

### Fostering Students' Engagement in Learning:

#### ***Fun & Excitement, Curiosity & Creativity, and Spirit of Adventure***

*Engagement* means that staff experience Fun & Excitement in their learning. They become so involved that they almost lose track of time. At the end of the day, they wonder, "Where did that time go?" Actively engaged staff are not afraid to ask "Why?" or "Why not?" about the world around them and the possibilities in their school. Curiosity & Creativity are alive in the way they learn and teach, fostering inquisitiveness and a desire to satisfy their minds with new discoveries. Engaged staff also have a Spirit of Adventure. They are not afraid to try new things or to take on healthy challenges, regardless of whether they might succeed or fail. With *Engagement*, learning becomes important in and of itself.

### Encouraging a Sense of Purpose:

#### ***Leadership & Responsibility and Confidence to Take Action***

Schools must challenge staff to think about their *Purpose* -- *who* they want to become as well as what they want to be. To reach this goal, staff need to explore what it means to have, and create, a successful and rewarding professional life. *Purpose* is about being responsible, accountable, and confident. To develop *Purpose*, staff need the opportunity to assume Leadership & Responsibility in their school. They must be allowed to make decisions and understand the consequences of their choices. When staff have *Purpose*, they have the Confidence to Take Action toward a meaningful, productive, and rewarding career. They believe in themselves and are motivated to reach their professional dreams.

Staff aspirations, and staff perceptions of student aspirations, are important. All members of the school community can foster the 8 Conditions, making a positive difference in the lives of their colleagues and today's students by supporting the goals each person sets and strives to reach.

## **The *Staff Voice*™ Survey**

The *Staff Voice* Survey assesses staff aspirations by asking questions based on each of the 8 Conditions. By asking how *they* perceive their school environment, *Staff Voice* provides educators and those who support them with a powerful tool for understanding both what motivates and inspires every person to achieve and how well the staff believes their school is meeting those objectives.

## **Measuring Aspirations in Your School**

This report provides information that can help guide your school system in its ongoing efforts to improve staff effectiveness and promote the highest teaching and learning standards. The data gathered from the *Student Voice* Staff Survey is meant to help your school explore the 8 Conditions as they relate to your school's unique mission. Areas of strength and areas of concern can be identified from the data, but must be interpreted within the school culture and weighted in importance by teachers, administrators, staff, and students. In conjunction with other information about your school, community, and students, *Student Voice* is a powerful tool for initiating innovative, meaningful school change.

For more information, please visit [studentvoicesurveys.com](https://studentvoicesurveys.com)

## How to Use This Report

The *Student Voice Staff Report* gives educators a unique chance to look at their school, staff aspirations, and the 8 Conditions *through the eyes of all staff members*. The purpose of this report is to provide a context for exploring how adults view the teaching and learning they experience in their school and how those views align with the school's mission and vision. By exploring and discussing these results, school staff will gain valuable insights into the relationship between aspirations and school culture. Those insights can lead to promising action plans aimed at fostering teaching and learning environments in which all participants are inspired, and able, to reach their goals.

Below are some suggestions for understanding and using the data in your report.

### Demographics

- First, gain an overall picture of your staff by looking closely at the Demographics. Refresh your understanding of who your colleagues are and their experience.

### The 8 Conditions

- Continue by studying the data reported for the 8 Conditions. The report is organized around each of the 8 Conditions so that every Condition can be explored individually.
- Look for connections among the results that warrant deeper discussion. For example, did a high percentage of staff say that they see themselves as leaders, while a low percentage agreed that they have a voice in decision making at school? How might these two findings be related?
- Note areas of strength and celebrate!
- Note areas of concern and take steps to understand and make improvements.

### Administration & Communication

- These questions reveal the staff's perceptions of how they experience communication in its various forms in the building. The responses do not necessarily reflect actual practice, but rather provide important information about staff perceptions. These results can be used to begin conversations about effective communication.

### Keep in Mind

- Working with the results is a process, not an event.
- Critical analysis is much more time-consuming than taking the survey itself.
- Comparisons within your own school (e.g., between staff and student reports) are often instructive.
- Ongoing conversations among colleagues and students provide the best way to gain a deeper understanding of the data.
- Perceptions of the same data may differ. This is not only common, but also a healthy starting point for dialogue and growth.
- The purpose of this entire effort is to improve the teaching and learning environment in your school.

*\*The survey has several internal consistency checks to ensure data are accurate and valid. As a result, respondents who flat-lined responses (e.g., answered "Strongly agree" to all survey statements), along with those who answered fewer than one-quarter of the survey statements, are not included in the reporting function.*

## Demographics

The demographic data are presented both as counts and as percentages.<sup>1</sup>

Total number of respondents: 2488

Gender of Staff		
Gender	Count	Percent
Male	538	22.0%
Female	1909	78.0%

Years Working in Schools		
Years	Count	Percent
First Year	142	5.8%
2-5	404	16.4%
6-10	450	18.2%
11-20	736	29.8%
Over 20	735	29.8%

Years in Current School		
Years	Count	Percent
First Year	339	13.8%
2-5	803	32.7%
6-10	557	22.7%
11-20	485	19.7%
Over 20	275	11.2%

Current Position		
Position	Count	Percent
Classroom Teacher	1763	71.8%
Certified Support Staff (Guidance, Nurse, Ed. Tech., etc.)	355	14.5%
Support Staff (Custodian, Cafeteria, Secretary, etc.)	336	13.7%

Current Grade Level <sup>2</sup>		
Level	Count	Percent
Pre K-2	863	35.6%
3-5	921	38.0%
6-8	841	34.7%
9-12	766	31.6%

Highest Level of Education		
Level	Count	Percent
High School/G.E.D.	158	6.4%
Associate's	98	4.0%
Bachelor's	1006	40.7%
Master's	498	20.2%
Master's+	702	28.4%
Doctorate	7	0.3%

<sup>1</sup>Count totals for specific demographics may not equal the total survey count, as not all respondents report demographic information. Total percentages may not equal one hundred due to rounding.

<sup>2</sup>In this table, the percentages may total more than 100% since respondents were instructed to select all that apply.

## The 8 Conditions that Make a Difference

***Belonging***

***Heroes***

***Sense of Accomplishment***

***Fun & Excitement***

***Curiosity & Creativity***

***Spirit of Adventure***

***Leadership & Responsibility***

***Confidence to Take Action***

The 8 Conditions have positive effects on the development of student and staff aspirations in schools. The descriptions of these Conditions outline an approach that frames how schools can recognize and nurture the development of student and staff aspirations alike. The 8 Conditions represent a return to the common belief that every educator holds: There is nothing more important than motivating students to learn. The identified 8 Conditions do not represent an exhaustive list, but each is important if we are to have self-assured, inspired, and goal-directed students and staff. All schools can benefit by creating and cultivating these Conditions in the lives of their students and staff.

***"Aspirations is the ability to dream and set goals for the future  
while being inspired in the present to reach those dreams."***

**-Dr. Russell J. Quaglia**

## Belonging

The Condition of Belonging means that a person is a valued member of a community while still maintaining his or her uniqueness. Belonging entails establishing a sense of community and collegiality -- believing that all participants in the educational environment are valued for who they are. Collegiality depends upon all staff being fully active participants in the life of the school and responsible, contributing citizens of the school community. The pertinent questions are: Are standards and expectations for responsibility and success set in a context of peer and administrative acceptance and support? Does each person on the staff feel like a contributing member of the school's educational mission? Schools may be organized hierarchically, but their democratic roots should extend to and nourish the entire staff as full partners in the overall educational process.

Question	Total in Agreement
1. I feel valued for my unique skills and talents	80.8%
2. School is a welcoming and friendly place	85.9%
3. I am proud of my school	89.2%
4. I think bullying is a problem at my school	38.6%
5. I feel comfortable in the staff room	75.0%
6. Building administration makes an effort to get to know me	72.7%
7. I feel accepted for who I am at school	84.8%
8. I am a valued member of my school community	78.7%

## Heroes

Heroes are the everyday people -- mentors, friends, family members -- in our lives who inspire us to excel and to make positive changes in attitude and lifestyle. Heroes are our cheerleaders and trusted guides. School staff who form meaningful relationships with others in the school can become highly motivated to perform at their best. Mutual respect and commitment to one another are the hallmarks of a staff dedicated to building-wide school improvement. Too often in today's schools, adults become isolated from one another. The Condition of Heroes reminds us that what happens in schools should never be a solitary enterprise.

Question	Total in Agreement
9. Students care if I am absent from school	88.7%
10. I have a colleague at school who is a positive role model for me	91.2%
11. If I have a problem, I have a colleague with whom I can talk	92.3%
12. I know my students' hopes and dreams	81.0%
13. Staff respect each other	72.6%
14. Students respect me	93.6%
15. I respect students	99.7%
16. Students care about me as an individual	87.2%

## Sense of Accomplishment

Sense of Accomplishment is about recognizing and appreciating effort, perseverance, and citizenship. Meeting performance goals is only one indicator of success. A highly dedicated staff makes contributions "beyond the call of duty." In schools that foster a Sense of Accomplishment, reward systems encourage effort, as well as end product, and perseverance as much as results. Opportunities for colleagues to reward and celebrate one another are as important as recognition that comes from administrators and supervisors.

Question	Total in Agreement
17. I have never been recognized for something positive at school	17.2%
18. I actively encourage students to practice good citizenship	98.6%
19. I receive constructive feedback from colleagues	74.7%
20. Our school celebrates the accomplishments of the staff	63.6%
21. I am recognized when I try my best	62.5%
22. Professional development is an important part of my educational growth	87.6%

## Fun & Excitement

The Condition of Fun & Excitement is characterized by staff being inspired by their shared passion for being educators. Fun & Excitement is about being interested in and engaged by one's work. Such enjoyment and satisfaction improves one's effectiveness. When staff are excited, they are eagerly and actively involved, and tend to contribute more. If all staff are expected to be enthusiastic about coming to school, then they should be provided diverse, interesting, challenging, and enjoyable work experiences.

Question	Total in Agreement
23. I enjoy working here	88.6%
24. I make learning relevant to my students	96.9%
25. Students enjoy working with teachers	88.2%
26. Students have fun at school	87.1%
27. Students make school an exciting place to work	94.0%
28. I have fun at school	90.2%
29. Learning can be fun	99.7%



## Curiosity & Creativity

The Condition of Curiosity & Creativity is characterized by inquisitiveness, a strong desire to learn new or interesting things, and an eagerness to satisfy the mind with new discoveries. Allowing and encouraging all the participants in the school to question and explore fosters this Condition. Staff should be encouraged to trust and nurture their own curiosity and creativity. One of the greatest obstacles to learning in schools is the routine that can set in day after day, term after term, year after year. All staff members in an educational institution should be open to the same growth and change we expect of students. A genuine learning organization is one in which everyone is inquisitive and innovative.

Question	Total in Agreement
30. At school I am encouraged to be creative	74.0%
31. Building administration is open to new ideas	72.6%
32. I enjoy learning new things	99.5%
33. School inspires me to learn	87.6%
34. Our school is a dynamic and creative learning environment	76.3%
35. Staff work in a collaborative manner	74.2%
36. Meaningful professional development opportunities exist in my district	57.7%
37. I feel comfortable asking questions in staff meetings	71.0%

## Spirit of Adventure

The Spirit of Adventure is characterized by a person's ability to take on positive, meaningful challenges at school. This Condition is about being supported so that one can take healthy risks, trusting that it is all right to make mistakes and knowing that there is something to be learned from all consequences -- positive and negative. Any new idea, strategy, or tactic can pose a risk; for some, it might be making a career change, and for others, simply trying out a new way of doing something. Creativity and innovation spring from the sense of security and support that allows and encourages employees to take healthy chances.

Question	Total in Agreement
38. Setting yearly goals with my supervisor is important for my work	67.1%
39. I challenge myself to do my job better every day	97.5%
40. Staff are supportive of each other	77.6%
41. I am afraid to try something if I think I might fail	11.7%
42. My colleagues help me learn from my mistakes	70.9%
43. I am concerned my colleagues will resent me if I am too successful	13.3%
44. I am excited to tell my colleagues when I do something well	61.9%

## Leadership & Responsibility

The Condition of Leadership & Responsibility allows all members of the staff to have a voice in the school -- letting them know they matter and are trusted to make decisions. If all personnel are expected to be responsible members of the school community, they should be trusted enough to have a voice in their departments and in the building as a whole. A school that encourages Leadership & Responsibility embraces and promotes mutual trust and acceptance of individual rights, responsibilities, opinions, and beliefs. All of its members are allowed to practice leadership skills, to understand and accept consequences, and to learn from their mistakes and move forward with greater knowledge and understanding.

Question	Total in Agreement
45. I see myself as a leader	78.8%
46. My colleagues see me as a leader	61.2%
47. I have a voice in decision making at school	59.3%
48. I know the goals my school is working on this year	74.0%
49. I actively seek out student opinions and ideas	86.0%
50. I encourage students to make decisions	98.6%
51. Building administration is willing to learn from staff	67.4%

## Confidence to Take Action

Confidence to Take Action is the extent to which a person believes in him- or herself. This is the Condition for which we should all strive. Schools that foster this Condition encourage all staff members to believe in themselves, trusting that they can be successful and are making a difference. Though society's expectations of schools are high, the confidence needed to meet those expectations must be internal to each member of the staff. Awards, accolades, and other external recognition for success are welcome, but the intrinsic desire to provide service to the best of one's capabilities must drive effectiveness. Schools that value, respect, and celebrate the opinions and ideas of all staff members foster positive development of everyone's self-worth and confidence.

Question	Total in Agreement
52. I believe I can be successful	98.1%
53. I believe I can make a difference in this world	95.6%
54. I feel confident voicing my honest opinions and concerns	65.0%
55. I work hard to reach my goals	98.1%
56. I am excited about my future career in education	78.6%
57. Continuing my education is important for my future	85.8%
58. I think it is important to set high goals	97.2%

## Administration and Communication

The presence or absence of the 8 Conditions in a school can depend largely on how authority and power are exercised and distributed in the school and district. Effective leadership shares decision making. Additionally, effective leadership at all levels requires effective communication.

Question	Total in Agreement
59. Central office understands the unique culture of our school	57.5%
60. We communicate effectively in our building	54.9%
61. Building administration is visible in our school	82.2%
62. Building administration knows my professional goals	57.9%
63. Building administration is accessible to me	85.0%
64. I communicate effectively with parents	86.1%

## All Results

Category	Question	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Belonging	1. I feel valued for my unique skills and talents	80.8%	24.9%	55.9%	9.9%	7.4%	1.9%	0.2%
Belonging	2. School is a welcoming and friendly place	85.9%	34.6%	51.3%	9.0%	4.4%	0.7%	0.6%
Belonging	3. I am proud of my school	89.2%	41.4%	47.8%	7.9%	2.4%	0.5%	0.3%
Belonging	4. I think bullying is a problem at my school	38.6%	5.6%	33.0%	27.5%	30.3%	3.6%	0.8%
Belonging	5. I feel comfortable in the staff room	75.0%	32.3%	42.7%	13.6%	8.9%	2.5%	1.8%
Belonging	6. Building administration makes an effort to get to know me	72.7%	29.9%	42.8%	13.1%	10.6%	3.6%	2.0%
Belonging	7. I feel accepted for who I am at school	84.8%	32.4%	52.4%	10.0%	4.1%	1.1%	2.3%
Belonging	8. I am a valued member of my school community	78.7%	26.8%	51.8%	15.3%	4.8%	1.2%	2.5%
Heroes	9. Students care if I am absent from school	88.7%	36.3%	52.4%	8.8%	2.3%	0.3%	0.4%
Heroes	10. I have a colleague at school who is a positive role model for me	91.2%	51.2%	39.9%	5.6%	2.6%	0.6%	0.1%
Heroes	11. If I have a problem, I have a colleague with whom I can talk	92.3%	52.3%	40.0%	4.3%	2.7%	0.8%	0.4%
Heroes	12. I know my students' hopes and dreams	81.0%	20.3%	60.7%	15.8%	2.9%	0.3%	0.8%
Heroes	13. Staff respect each other	72.6%	16.0%	56.6%	16.1%	9.6%	1.6%	0.8%
Heroes	14. Students respect me	93.6%	37.5%	56.1%	5.1%	1.2%	0.1%	1.4%
Heroes	15. I respect students	99.7%	67.7%	32.0%	0.2%	0.0%	0.0%	2.0%
Heroes	16. Students care about me as an individual	87.2%	30.9%	56.3%	10.9%	1.6%	0.2%	2.5%
Sense of Accomplishment	17. I have never been recognized for something positive at school	17.2%	4.1%	13.1%	11.0%	48.5%	23.4%	0.4%
Sense of Accomplishment	18. I actively encourage students to practice good citizenship	98.6%	66.8%	31.8%	1.2%	0.1%	0.1%	0.2%
Sense of Accomplishment	19. I receive constructive feedback from colleagues	74.7%	21.4%	53.4%	13.2%	10.7%	1.3%	0.4%
Sense of Accomplishment	20. Our school celebrates the accomplishments of the staff	63.6%	18.5%	45.0%	20.5%	12.5%	3.4%	1.8%
Sense of Accomplishment	21. I am recognized when I try my best	62.5%	18.3%	44.2%	22.8%	11.8%	3.0%	2.0%
Sense of Accomplishment	22. Professional development is an important part of my educational growth	87.6%	39.1%	48.5%	8.6%	2.6%	1.2%	2.2%

*\*Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of staff members who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of staff members who took the survey.*

## All Results (cont.)

Category	Question	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Fun & Excitement	23. I enjoy working here	88.6%	45.0%	43.7%	8.4%	2.3%	0.7%	0.6%
Fun & Excitement	24. I make learning relevant to my students	96.9%	54.4%	42.5%	2.8%	0.2%	0.1%	0.7%
Fun & Excitement	25. Students enjoy working with teachers	88.2%	23.9%	64.3%	9.7%	2.0%	0.1%	0.4%
Fun & Excitement	26. Students have fun at school	87.1%	17.7%	69.3%	9.8%	2.9%	0.2%	1.2%
Fun & Excitement	27. Students make school an exciting place to work	94.0%	40.1%	53.9%	4.8%	1.1%	0.2%	1.3%
Fun & Excitement	28. I have fun at school	90.2%	35.5%	54.7%	6.9%	2.5%	0.4%	2.0%
Fun & Excitement	29. Learning can be fun	99.7%	68.4%	31.3%	0.2%	0.1%	0.0%	2.5%
Curiosity & Creativity	30. At school I am encouraged to be creative	74.0%	25.7%	48.3%	15.6%	8.0%	2.4%	0.2%
Curiosity & Creativity	31. Building administration is open to new ideas	72.6%	30.9%	41.7%	16.6%	7.8%	3.1%	0.3%
Curiosity & Creativity	32. I enjoy learning new things	99.5%	62.2%	37.3%	0.5%	0.0%	0.0%	0.6%
Curiosity & Creativity	33. School inspires me to learn	87.6%	29.2%	58.3%	9.7%	2.4%	0.4%	0.9%
Curiosity & Creativity	34. Our school is a dynamic and creative learning environment	76.3%	19.3%	57.0%	16.8%	5.8%	1.1%	1.5%
Curiosity & Creativity	35. Staff work in a collaborative manner	74.2%	20.6%	53.7%	15.2%	9.1%	1.5%	1.5%
Curiosity & Creativity	36. Meaningful professional development opportunities exist in my district	57.7%	18.9%	38.8%	19.7%	16.0%	6.6%	2.0%
Curiosity & Creativity	37. I feel comfortable asking questions in staff meetings	71.0%	28.2%	42.8%	15.3%	10.1%	3.6%	2.5%
Spirit of Adventure	38. Setting yearly goals with my supervisor is important for my work	67.1%	18.8%	48.3%	18.6%	11.6%	2.7%	0.4%
Spirit of Adventure	39. I challenge myself to do my job better every day	97.5%	48.6%	48.9%	2.3%	0.2%	0.0%	0.2%
Spirit of Adventure	40. Staff are supportive of each other	77.6%	26.7%	50.9%	13.8%	7.1%	1.5%	0.4%
Spirit of Adventure	41. I am afraid to try something if I think I might fail	11.7%	1.8%	10.0%	11.0%	55.8%	21.4%	1.1%
Spirit of Adventure	42. My colleagues help me learn from my mistakes	70.9%	17.7%	53.1%	18.8%	9.2%	1.1%	1.6%
Spirit of Adventure	43. I am concerned my colleagues will resent me if I am too successful	13.3%	3.1%	10.2%	11.8%	49.2%	25.7%	2.2%
Spirit of Adventure	44. I am excited to tell my colleagues when I do something well	61.9%	15.7%	46.2%	23.0%	12.7%	2.3%	2.3%

*\*Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of staff members who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of staff members who took the survey.*

## All Results (cont.)

Category	Question	Total in Agreement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Did Not Answer
Leadership & Responsibility	45. I see myself as a leader	78.8%	26.2%	52.6%	15.3%	5.5%	0.4%	0.4%
Leadership & Responsibility	46. My colleagues see me as a leader	61.2%	14.9%	46.3%	31.5%	6.5%	0.8%	0.2%
Leadership & Responsibility	47. I have a voice in decision making at school	59.3%	16.4%	42.9%	21.4%	13.8%	5.6%	0.5%
Leadership & Responsibility	48. I know the goals my school is working on this year	74.0%	19.0%	54.9%	14.1%	10.2%	1.8%	1.1%
Leadership & Responsibility	49. I actively seek out student opinions and ideas	86.0%	24.2%	61.7%	11.5%	2.2%	0.3%	1.5%
Leadership & Responsibility	50. I encourage students to make decisions	98.6%	44.9%	53.7%	1.2%	0.1%	0.1%	2.6%
Leadership & Responsibility	51. Building administration is willing to learn from staff	67.4%	24.9%	42.5%	19.0%	8.9%	4.7%	2.4%
Confidence to Take Action	52. I believe I can be successful	98.1%	56.3%	41.7%	1.3%	0.5%	0.1%	0.4%
Confidence to Take Action	53. I believe I can make a difference in this world	95.6%	43.7%	51.8%	3.8%	0.4%	0.2%	0.6%
Confidence to Take Action	54. I feel confident voicing my honest opinions and concerns	65.0%	20.2%	44.8%	16.3%	13.3%	5.5%	0.4%
Confidence to Take Action	55. I work hard to reach my goals	98.1%	45.9%	52.3%	1.5%	0.3%	0.0%	1.1%
Confidence to Take Action	56. I am excited about my future career in education	78.6%	31.7%	46.9%	15.7%	4.5%	1.2%	1.4%
Confidence to Take Action	57. Continuing my education is important for my future	85.8%	40.7%	45.0%	9.4%	3.9%	1.0%	2.0%
Confidence to Take Action	58. I think it is important to set high goals	97.2%	52.6%	44.6%	2.4%	0.3%	0.1%	2.3%
Administration and Communication	59. Central office understands the unique culture of our school	57.5%	18.5%	38.9%	22.7%	14.6%	5.2%	0.4%
Administration and Communication	60. We communicate effectively in our building	54.9%	12.5%	42.4%	20.3%	18.8%	6.0%	0.2%
Administration and Communication	61. Building administration is visible in our school	82.2%	40.4%	41.8%	7.5%	7.7%	2.6%	1.4%
Administration and Communication	62. Building administration knows my professional goals	57.9%	19.0%	38.9%	23.0%	14.5%	4.5%	1.6%
Administration and Communication	63. Building administration is accessible to me	85.0%	37.6%	47.3%	8.3%	4.9%	1.8%	2.2%
Administration and Communication	64. I communicate effectively with parents	86.1%	28.6%	57.5%	10.8%	2.8%	0.3%	2.4%

*\*Percentages for Strongly Agree through Strongly Disagree are calculated based on the number of staff members who responded to that particular survey item; percentages for Did Not Answer are calculated based on the total number of staff members who took the survey.*